



## MICHAEL C. RILEY ELEMENTARY

200 Burnt Church Rd.  
Bluffton, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 920 Students           |              |
| <b>Principal</b>      | Joshua Parks           | 843-706-8300 |
| <b>Superintendent</b> | Dr. Valerie Truesdale  | 843-322-2300 |
| <b>Board Chair</b>    | Fred Washington        | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING     |
|-------------|-----------------|-------------------|
| <b>2010</b> | <b>Good</b>     | <b>Excellent*</b> |
| 2009        | Average         | Good              |
| 2008        | Average         | Good              |
| 2007        | Average         | Good              |
| 2006        | Average         | Below Average     |

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

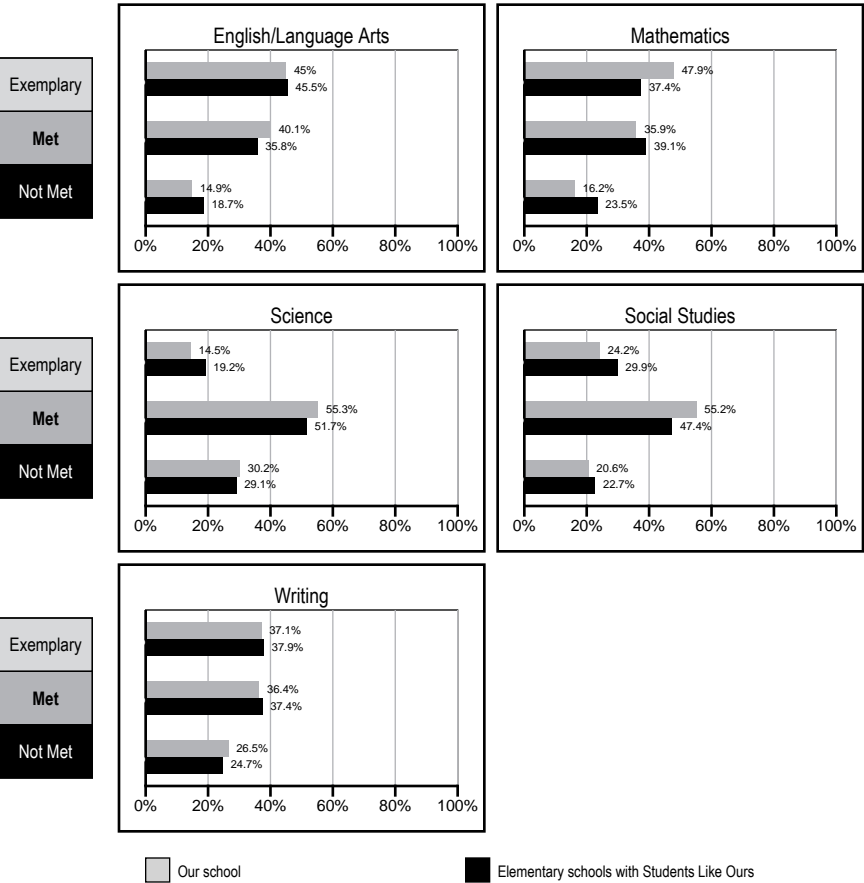
92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 16        | 37   | 39      | 0             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=920)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 98.6%      | Up from 95.2%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.9%       | Down from 3.5%        | 1.3%                                       | 1.2%                     |
| Attendance rate  | 96.1%      | Down from 96.7%       | 96.1%                                      | 96.1%                    |
| Eligible for gifted and talented   | 20.1%      | Down from 21.2%       | 15.1%                                      | 11.7%                    |
| With disabilities other than speech  | 8.3%       | Up from 5.8%          | 8.1%                                       | 8.0%                     |
| Older than usual for grade   | 0.6%       | Down from 0.7%        | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=64)  |            |                       |  |                          |
| Teachers with advanced degrees   | 59.4%      | Up from 53.1%         | 59.3%                                      | 60.5%                    |
| Continuing contract teachers   | 73.4%      | Up from 67.2%         | 87.5%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 85.7%      | Up from 85.1%         | 87.7%                                      | 87.0%                    |
| Teacher attendance rate  | 94.2%      | Up from 94.0%         | 95.5%                                      | 95.4%                    |
| Average teacher salary*  | \$47,479   | Up 3.5%               | \$47,524                                   | \$47,288                 |
| Professional development days/teacher  | 12.8 days  | Up from 9.6 days      | 10.0 days                                  | 10.5 days                |
| School   |            |                       |  |                          |
| Principal's years at school  | 13.0       | Up from 12.0          | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.3 to 1  | Up from 19.5 to 1     | 20.0 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 88.5%      | Down from 89.4%       | 90.8%                                      | 90.8%                    |
| Opportunities in the arts  | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | Up from No            | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,010    | Up 2.2%               | \$6,883                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 74.4%      | Down from 77.3%       | 69.1%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 72.7%      | Up from 60.1%         | 66.3%                                      | 65.1%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

December 14, 2009 was an eventful date for Michael C. Riley Elementary School. It was on this date we had school for the first time in our new Early Childhood Center. This wonderful new facility provides 16 large classrooms for kindergarten, first grade, and two special needs classes. The move to the Early Childhood Center involved the entire school and allowed for a smooth transition of all students. Simultaneously, as kindergarten and first grade classes moved to the ECC, second and third grade teachers moved from the portables to the now empty classrooms inside the school. All teachers and staff are complimented for the many long hours of planning, packing, and moving. Over the summer of 2010, all portable classrooms will be moved off campus and the next phase of our playground improvement plan will begin.

While campus improvements created a climate of excitement, the teachers continued to focus on our main objective: providing all students with an exemplary education. Michael C. Riley Elementary School earned AYP Met Status by meeting 29 of 29 student achievement objectives. Additionally, for the third consecutive year the school received the South Carolina Palmetto Silver Award for outstanding student achievement. The school was also recognized for closing the achievement gap of historically underachieving students.

The Michael C. Riley School Improvement Council had a busy year working on a variety of issues designed to improve student achievement, school climate, and student welfare. Most importantly, the School Improvement Council, in collaboration with the school district and the School Planning and Management Team, completed the school accreditation process. We are pleased to report Beaufort County is an Accredited School District and Michael C. Riley Elementary is an Accredited School. The SIC, to support the school uniform needs of many parents, participated in two uniform swap events. This resulted in families being able to exchange gently used uniforms. The plan for next year is to continue to help parents provide inexpensive school clothing for their children.

An essential component of any successful school is to increase parent involvement while building a family-friendly school culture. At Michael C. Riley Elementary School, parents have many opportunities to become active, involved partners in their child's education. We will provide a before school open house, a "Back to School Night," and a Parent Visitation Day. We are planning many evening activities, such as Kid's Club, Family Math Night, Project REACH Programs, ESOL Family Nights, Gifted and Talented Parent Nights, Science Fair Night, and Technology Nights. We know establishing and maintaining a positive working collaboration with our parents is important to our students' success. We are grateful for the commitment the Michael C. Riley Elementary School faculty, staff, and community are making to the children and the school.

Finally, I wish to add a short personal note. It has been my great pleasure to have been the principal of Michael C. Riley Elementary School for the past 13 years. While I have been the principal at four different schools, I have gained the greatest professional and personal satisfaction at Michael C. Riley. This is an extraordinary school with a hardworking and dedicated faculty and staff. Thank you for a challenging and fulfilling 13 years.

Jay Parks, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 32       | 122       | 77       |
| Percent satisfied with learning environment            | 96.9%    | 85.8%     | 92.2%    |
| Percent satisfied with social and physical environment | 93.8%    | 87.6%     | 82.7%    |
| Percent satisfied with school-home relations           | 96.9%    | 95.0%     | 87.0%    |

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 4.9%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3%        | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 7.1%       | 0.0%            | No                  |
| Student attendance rate                         | 96.1%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary* | District % Met or<br>Exemplary* | State % Met or<br>Exemplary* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| All Students   | 413                              | 100      | 15.5      | 39.8  | 44.7        | 93                            | 83.6                            | 83.5                         | Yes                          | Yes                            |
| Gender   |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| Male   | 211                              | 100      | 16.5      | 42    | 41.5        | 93                            | 80.3                            | 80.1                         | N/A                          | N/A                            |
| Female   | 202                              | 100      | 14.4      | 37.4  | 48.1        | 93                            | 87                              | 87                           | N/A                          | N/A                            |
| Racial/Ethnic Group  |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| White  | 195                              | 100      | 6.4       | 33    | 60.6        | 96.8                          | 92.8                            | 89.6                         | Yes                          | Yes                            |
| African American   | 74                               | 100      | 22.4      | 47.8  | 29.9        | 94                            | 73.5                            | 74.6                         | Yes                          | Yes                            |
| Asian/Pacific Islander   | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                           | 92.7                            | 92.7                         | I/S                          | I/S                            |
| Hispanic   | 134                              | 100      | 25.2      | 47.2  | 27.6        | 87.8                          | 78.3                            | 79.6                         | Yes                          | Yes                            |
| American Indian/Alaskan  | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                           | 88.9                            | 85.1                         | I/S                          | I/S                            |
| Disability Status  |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| Disabled   | 63                               | 100      | 51.7      | 32.8  | 15.5        | 72.4                          | 44.9                            | 51.7                         | Yes                          | Yes                            |
| Migrant Status   |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| Migrant  | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                           | 54.5                            | 69.5                         | N/A                          | N/A                            |
| English Proficiency  |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| Limited English Proficient   | 112                              | 100      | 27.8      | 51.9  | 20.4        | 87                            | 76.1                            | 79                           | Yes                          | Yes                            |
| Socio-Economic Status  |                                  |          |           |       |             |                               |                                 |                              |                              |                                |
| Subsidized meals   | 220                              | 100      | 20.4      | 47.6  | 32          | 90.8                          | 76.5                            | 76.9                         | Yes                          | Yes                            |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 413 | 100 | 17.1 | 35.4 | 47.5 | 91.2 | 80.4 | 80.4 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 211 | 100 | 17.5 | 32   | 50.5 | 92.5 | 78.9 | 78.4 | N/A | N/A |
| Female                     | 202 | 100 | 16.6 | 39   | 44.4 | 89.8 | 82   | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 195 | 100 | 8    | 27.1 | 64.9 | 96.8 | 91.4 | 87.8 | Yes | Yes |
| African American           | 74  | 100 | 22.4 | 40.3 | 37.3 | 86.6 | 66.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 90   | 93.5 | I/S | I/S |
| Hispanic                   | 134 | 100 | 26.8 | 46.3 | 26.8 | 87   | 77.6 | 78.3 | Yes | Yes |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 77.8 | 83.2 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 63  | 100 | 39.7 | 36.2 | 24.1 | 81   | 41.5 | 46.1 | Yes | Yes |
| Migrant Status             |     |     |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 63.6 | 71.4 | N/A | N/A |
| English Proficiency        |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient | 112 | 100 | 28.7 | 50   | 21.3 | 85.2 | 75.3 | 78.9 | Yes | Yes |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 220 | 100 | 23.8 | 43.7 | 32.5 | 88.8 | 72.4 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                 |          |           |       |             |                              |                                |                             |
| All Students               | 274                             | 99.6     | 30.4      | 55.3  | 14.4        | 69.6                         | 65.1                           | 67.3                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 130                             | 99.2     | 27.8      | 50.8  | 21.4        | 72.2                         | 64.8                           | 66.9                        |
| Female                     | 144                             | 100      | 32.8      | 59.5  | 7.6         | 67.2                         | 65.4                           | 67.7                        |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 126                             | 99.2     | 12.7      | 65.3  | 22          | 87.3                         | 83.8                           | 79.6                        |
| African American           | 55                              | 100      | 42        | 48    | 10          | 58                           | 45.5                           | 49.7                        |
| Asian/Pacific Islander     | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 79.5                           | 84.4                        |
| Hispanic                   | 88                              | 100      | 47.6      | 46.4  | 6           | 52.4                         | 54                             | 59.4                        |
| American Indian/Alaskan    | 1                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.7                           | 69.5                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 46                              | 97.8     | 50        | 45    | 5           | 50                           | 29.8                           | 33.8                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 36.5                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 74                              | 100      | 51.4      | 45.8  | 2.8         | 48.6                         | 49.5                           | 58.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 148                             | 100      | 43.6      | 48.6  | 7.9         | 56.4                         | 51.4                           | 55.4                        |

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| Social Studies             |     |     |      |      |      |      |      |      |
| All Students               | 275 | 100 | 21.8 | 54.5 | 23.7 | 78.2 | 69.4 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 142 | 100 | 20.1 | 53   | 26.9 | 79.9 | 69.2 | 70.1 |
| Female                     | 133 | 100 | 23.6 | 56.1 | 20.3 | 76.4 | 69.5 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 131 | 100 | 13.4 | 50.4 | 36.2 | 86.6 | 83.1 | 79.2 |
| African American           | 46  | 100 | 33.3 | 54.8 | 11.9 | 66.7 | 53   | 58.4 |
| Asian/Pacific Islander     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 86.1 | 86.8 |
| Hispanic                   | 92  | 100 | 28.9 | 61.4 | 9.6  | 71.1 | 62.7 | 68   |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 75   | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 41  | 100 | 52.5 | 40   | 7.5  | 47.5 | 36   | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 77  | 100 | 30.1 | 60.3 | 9.6  | 69.9 | 59.3 | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 146 | 100 | 29   | 54.3 | 16.7 | 71   | 57.6 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 412                              | 98.3     | 26.4      | 36.5  | 37          | 73.6                         | 70.5                           | 72.1                        | 96.1                      | 96.7                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 211                              | 97.6     | 31.3      | 41.4  | 27.3        | 68.7                         | 63.9                           | 65.2                        | 96.1                      | 96.7                        |
| Female                     | 201                              | 99       | 21.3      | 31.4  | 47.3        | 78.7                         | 77.1                           | 79.2                        | 96.2                      | 96.8                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 194                              | 98.5     | 16.1      | 31.2  | 52.7        | 83.9                         | 84.8                           | 80.8                        | 95.9                      | 96.5                        |
| African American           | 74                               | 98.7     | 33.8      | 38.2  | 27.9        | 66.2                         | 55.6                           | 59.7                        | 96.4                      | 97.1                        |
| Asian/Pacific Islander     | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 85.3                           | 87                          | 96.6                      | 97.1                        |
| Hispanic                   | 134                              | 97.8     | 37.4      | 43.9  | 18.7        | 62.6                         | 60.8                           | 64.6                        | 96.3                      | 96.7                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 68.4                           | 73.4                        | 94                        | 96                          |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 58                               | 89.7     | 65.3      | 30.6  | 4.1         | 34.7                         | 22.1                           | 27.7                        | 94.8                      | 96                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 97.7                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 112                              | 97.3     | 41.1      | 43.9  | 15          | 58.9                         | 56.2                           | 63.7                        | 96.3                      | 96.8                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 224                              | 98.7     | 34        | 39.7  | 26.3        | 66                           | 58.7                           | 61.9                        | 96                        | 96.6                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 149                              | 100      | 27.1      | 30.8  | 42.1        | 72.9                  |
|                       | 4     | 130                              | 100      | 25        | 37.1  | 37.9        | 75                    |
|                       | 5     | 135                              | 100      | 19.8      | 45.2  | 34.9        | 80.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 147                              | 100      | 15.4      | 25.7  | 58.8        | 84.6                  |
|                       | 4     | 136                              | 100      | 19.8      | 42.1  | 38.1        | 80.2                  |
|                       | 5     | 130                              | 100      | 11.2      | 52.8  | 36          | 88.8                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 149                              | 100      | 31.6      | 47.4  | 21.1        | 68.4                  |
|                       | 4     | 130                              | 100      | 12.9      | 43.1  | 44          | 87.1                  |
|                       | 5     | 135                              | 100      | 22.2      | 53.2  | 24.6        | 77.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 147                              | 100      | 19.1      | 33.8  | 47.1        | 80.9                  |
|                       | 4     | 136                              | 100      | 15.1      | 32.5  | 52.4        | 84.9                  |
|                       | 5     | 130                              | 100      | 16.8      | 40    | 43.2        | 83.2                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 76                               | 100      | 51.5      | 42.6  | 5.9         | 48.5                  |
|                       | 4     | 130                              | 100      | 24.1      | 60.3  | 15.5        | 75.9                  |
|                       | 5     | 66                               | 100      | 29.2      | 61.5  | 9.2         | 70.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 74                               | 98.7     | 36.8      | 39.7  | 23.5        | 63.2                  |
|                       | 4     | 136                              | 100      | 23.8      | 65.9  | 10.3        | 76.2                  |
|                       | 5     | 64                               | 100      | 36.5      | 50.8  | 12.7        | 63.5                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 74                               | 98.7     | 23.1      | 56.9  | 20          | 76.9                  |
|                | 4     | 130                              | 100      | 11.2      | 63.8  | 25          | 88.8                  |
|                | 5     | 69                               | 100      | 45.9      | 37.7  | 16.4        | 54.1                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 73                               | 100      | 25        | 50    | 25          | 75                    |
|                | 4     | 136                              | 100      | 16.7      | 59.5  | 23.8        | 83.3                  |
|                | 5     | 66                               | 100      | 28.6      | 49.2  | 22.2        | 71.4                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 147                              | 95.9     | 32.6      | 30.2  | 37.2        | 67.4                  |
|                | 4     | 130                              | 98.5     | 24.1      | 44.8  | 31          | 75.9                  |
|                | 5     | 134                              | 98.5     | 21        | 46    | 33.1        | 79                    |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 146                              | 98       | 23.7      | 33.3  | 43          | 76.3                  |
|                | 4     | 135                              | 99.3     | 31.5      | 33.9  | 34.6        | 68.5                  |
|                | 5     | 131                              | 97.7     | 24.2      | 42.7  | 33.1        | 75.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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